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ABSTRACT

Discipline means teaching children socialization rules, so that they eventually learn self-control. Discipline must be used in the context of a warm, caring relationship, with the realization that it takes time for young children to absorb and understand what is being taught. In addition, appropriate discipline depends on an understanding of developmental stages which allows one to decide which situations require discipline. Many potential disciplinary problems can be prevented by carefully planning the child's environment, being clear and consistent about rules, noticing children's needs and differences, keeping promises, and refocusing children who are engaged in inappropriate behavior. When behavior becomes a problem, there are a number of techniques which can be used with infants and toddlers: (1) change the environment; (2) offer choices; (3) use the "hold and talk" technique for tantrums; (4) remind about rules; (5) model good behavior; (6) offer alternative means for expressing aggressive behavior; (7) appreciate and encourage socialized behaviors, even if they are only beginnings; (8) firmly share concerns about hurting others; (9) help children see connections between what they do and how it affects other children; (10) help children to see the connection between their misbehavior and deprivation of their play situation when time-out is used; (11) give children words to express strong emotions; and (12) show affection and try to see humor in the situation. Forty references are provided. (PCB)

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SOCIALIZATION AND DISCIPLINE FOR INFANTS AND TODDLERS

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Every tiny child has to grow up and struggle to learn the social rules of living harmoniously with other human beings. Socialization rules are many and varied, such as learning to blow one's nose in a hanky instead of on a sleeve, using a toilet appropriately, saying please and thank you, and asking another child for a desired toy rather than hitting, biting, or snatching.

Discipline means to teach children socialization rules. But how can we best teach these rules? Are different socialization techniques effective at different ages and stages? Some discipline strategies are preferable to others. Some, like sarcasm or slapping threaten children's self-esteem and are dangerous to the emotional good health of children. The goal of discipline is that children learn self-control and self- discipline rather than always needing someone to tell them how to behave. When positive discipline is used then children feel good about themselves and learn socialization rules.

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Punishment is different from discipline. Punishment such as spanking, shaming, or locking a child in a closet makes children feel anxious and rejected. Punishment teaches children to fear you and may lead to defiance, to lying, and to sneaking behaviors. Sometimes punishment does relieve an adult of his/her anger. But it rarely <u>teaches</u> the child the social lessons and

limits and long term self-control you want to teach. Instead, what discipline techniques can a caregiver use and when and how shall we use them?

The Roots of Discipline

Discipline and Caring

To be effective, discipline techniques must be used in the context of an ongoing warm relationship between an adult and a child. If you want a group of toddlers to heed your social rules, then you need to build their trust in your loving helpfulness and your genuine interest in their well being. Caregivers help babies learn to be responsive to adult limit setting and social rules by responding to babies' cries and needs in nurturant ways. Babies can learn simple socialization rules, such as not crying when you need to change a very wet diaper. But they will learn this only if they truly trust that they will get the bottle or snuggle after changing time. Year-old babies who have been bathed can hold up an arm helpfully as you start to put on a shirt. Babies can learn not to pull the dog's or cat's tail, but to pat gently as you have suggested and modeled.

Cooperation and compliance begin in infancy. Compliance flourishes in a climate of attentive, caring, and affectionate relationships. Respond to your baby's cues that signal a need for attention or food or sleep. This is not spoiling the baby.

It is meeting the baby's needs and helping the baby learn that the world is a good place to grow up in and that adults can be trusted. babies whose basic needs for love and care are consistently met are more compliant and cooperative as they grow older than babies whose needs are not met.

Discipline Takes Time

Infants and toddlers have limited abilities to share or to obey rules about avoiding dangerous actions. They will need you to restate rules simply, clearly and meaningfully many, many times over and over. They will also need you to act to protect them rather than to rely on their understanding your words. Yelling loudly may scare a child or cause him/her to continue a dangerous action more quickly. Move the child or guide the baby away from the problem or help solve the problem. Your planful, thoughtful actions take time but are more effective.

Babies need time - time to absorb and understand what you are trying to teach them. You also need time - time to teach what you want children to do and how you want them to be.

Prevention: An Excellent Discipline Tool

> The teacher was opening a large carton containing a new tricyle. All the toddlers squirmed around at their lunch tables to watch her work at opening the box. "If you don't turn around and eat you're not going to get a chance to play with the new trike today" she warned.

This disciplinary threat was inappropriate. Teachers need to think ahead. You can prevent many potential discipinary problems such as toddler meal or nap disruption, by not staging or allowing interesting distractions to interfere with children's activities.

Here are some ways you can prevent an infant's needing discipline:

1. Child proof the play space so that no dangerous breakable materials are within reach, and ""No-No" does not have to be a frequent word.

2. Prepare the play environment thoughtfully. Allow lots of space for gross motor activities and large block play, so that toddlers do not easily interfere with each others' building or running. Think about whether your book reading couch or pillowed corner is too close to where children are allowed to splash with wet messy materials. Provide several of the same kind of toy, so that babies can play with the same type of toy sitting or lying beside each other.

3. Restate clear rules about activities to prevent shoving and fights. Water play may work better if each toddler has a separate plastic basin of water and is reminded to "keep the water in the basin" or if the rule is that no more than three or four children can use the water table at one time.

4. Be consistent if you want limits to be effective and be specific about the limits you set (Lickona, 1983).

5. Keep the tempos of days varied so that there are enough rest times after active times. Overexcitement and fatigue

lead to troubles. Calming rituals help children comply with your need to get children to nap together or settle down before coming inside from outdoor play. Rhythms of days can decrease or increase child stress. Respond sensitively to infants' own schedules for sleep, eating, and playing. Toddlers need long uninterrupted stretches of time to choose their own activities from materials set up in the environment. Chopping up the day and herding children around lead to discipline problems.

6. Keep promises. If you promise a toddler the next turn with soap bubbles or a popular toy, then be sure to keep your promise. Children who trust your word will work harder at trying self-control until their turn comes, rather than grabbing.

7. Be aware of individual child differences in tolerating stress. Adrian may have a short temper fuse. Sara cannot sit still for a long story. Juan needs your special calming down ideas before he can move into indoor play after running around outdoors. Tune into children's temperament and personality styles to help prevent some discipline problems from becoming difficult.

8. Refocus a baby's actions. A baby about to toddle into mischief can often be easily re-oriented into an interesting, safe, and acceptable activity. Knowing that a toddler bites when s/he is around a certain child requires refocusing the biting child on other activities or keeping him/her close to you for awhile.

9. Be present for babies. Babies may find it difficult to distinguish between their own interests, wishes and feelings and those of others. Transgressions may occur because of this immaturity. Sometimes preschoolers can play together very well along for a while. Infants, however, will need your presence when they are rolling or playing or exploring close to one another. If toddlers are offered messy or wet materials, be present also. Your positive presence makes it easier for todders to remember rules about not dumping water on the floor, for example.

Discipline depends on developmental stages

Learn infant/toddler stages of development to help you make a decision as to whether a situation requires discipline or not. Discipline ideas may feel uncomfortable or even bewildering to very young children. Infants near one year, for example, are facinated with the feel of foods. Learning about the squishy texture of foods squeezed in fingers may be more important to them than learning a rule to eat only with a spoon and not to "mess" with food.

Notice that you will have to choose which discipline rules and limits you emphasize for each child's developing stage. Some limits and rules are totally inappropriate for infants and toddlers. Often discipline problems occur because the young child is expected to do something that s/he is not capable of doing.

Expecting a toddler to use a spoon all the time or to drink from a glass without spilling milk occasionally is unrealistic.

Babies under one year should not have to learn to wait patiently for their nursing. Deep basic trust in grown-ups as kind, nurturing, trustworthy persons is learned when adults promptly feed a hungry baby. An older toddler, however, can learn to wait a few minutes until lunch is set down on the table. Yet s/he may still need your help to wait. Chanting songs together, reassuring the toddler that you are getting the food ready, saying soothing words that admire how hard the toddler is trying to wait patiently are "discipline" techniques that can support toddler patience at meal times. Be sensitive to their needs for food and sleep when hungry or tired.

Remember Erikson's and Mahler's ideas (Honig, 1987 Kaplan, 1977) about toddler development to help you understand that some irksome situations that might require a more disciplinary approach with an older child in care are just part of normal toddler development. Toddlers like to dart away from you bravely and without a care as if they are quite self sufficient. Then, if scared they have gone too far, or if they fall and get a bump, or if they are tired, they may gallop back and fling themselves passionately onto you and demand to be held and reassured or "babied". Toddlers typically "seesaw" between a growing sense of autonomy (or self-determination) and the need to feel that you are still available and there for them as a "refueling station", when life gets rough. Thus, some two- to three-year-olds push us

away, act "ornery" and changeable and this is to be expected developmentally, and does not require nagging or disapproval. Early in group care, toddlers may "shadow" you and cling to you. Some suck hard at their thumbs in the new situation, and even refuse to talk or participate much until they begin to feel comfortable and secure and learn that you are there to love and protect and help them learn. Their behaviors do not require discipline. They do require understanding and acceptance and gentle luring attempts to engage the child little by little in the world of play and interesting materials to explore.

A caregiver needs subtle judgements to decide which situations require discipline and which ones are too difficult or inappropriate developmentally to ask of a baby. A toddler may have great difficulty in separating from a parent who must leave for work. Toddler protests, "uncooperativeness", withdrawal or angry reactions to you when separation anxiety is high are not occasions for discipline. They are occasions for building security, for small kindnesses, and your body availability to reassure the upset baby.

Laughing at a toddler is a poor discipline technique. Don't laugh or joke at inappropriate behaviors. Some adults think it is "funny" or "cute" if a baby smears potatoes in his hair or a toddler says unprintable words. Your laughter or joking is guaranteed to increase such unwanted behaviors. Calm ignoring or calm restating of rules can help.

Discipline Techniques

Change the environment

Young toddlers cannot be expected to remember safety rules about not running into the street. You must be sure to provide a safe protected place for outdoor play areas. Older toddlers, on the other hand, can learn to follow the rule to hold onto your hand or a special rope in taking a neighborhood walk.

Sometimes the environment has to be made more stimulating in order to decrease fights or fusses. If there are enough toys and materials for toddlers to each have a ball or a hunk of clay or blocks to build with, then grabbing and pushing may decrease. Toddlers are great copy cats. If one has a toy umbrella to pretend play walking in the rain, then two or three others will want to pretend play walking with umbrellas. If one toddler is putting together a pop-it- bead necklace, it would be well to make sure that there are enough beads for several necklaces to adorn several necks.

Sometimes, by contrast, an overly stimulating or noisy environment causes discipline problems. If too many toys lie around in a mess then, decreasing stimulation can help. Messy, chaotic situations can cause a contagion that leads to more messiness or acting out inappropriately with materials. Arrange to have some toys available and some up and out of the way so that disorganized messes and escalating misbehaviors are less likely to occur.

Quieting the environment visually and decreasing the noise level usually can help. Some infants are fragile. They cry more in a noisy environment. They wilt and get very solemn and scared if voice tones are too loud or tense or harsh.

Offer Choices: A Positive Discipline Technique

Toddlers love choices. If you think carefully about what choices will be fine for you, then you can offer a toddler "juice or milk"; one low-sugar cereal snack or another. If a toddler has difficulty getting settled on her cot for naptime, back rubs and soft songs may help. But offering a choice such as "Would you like to sleep with your head at this end of the cot or the other end?" may well lead to prompt settling down. The baby feels more in control. A toddler is extremely sensitive to perceived adult pressure. Being given a choise of cot position, a choice of clothes for dressing, a choice of toys or activity may avoid confrontations and battles of will. A balance of power is created, for example, as the adult decides what foods

to offer the young child and the child decides how much s/he wants to eat. The caregiver decides its time to go indoors, but the toddlers decide whether they want to walk, push the cart, or be pulled in the wagon as they go indoors.

If you don't feel comfortable about a toddlers' choosing, don't offer a choice. If a toddler is crabby and rubbing her/his eyes, don't offer a choice of whether to take a nap or not. You decide and help the child firmly and gently into naptime.

Use the "be there" or "hold and talk" technique with tantrums

Kicking and howling are not ways for children to get what they want. Toddlers need to learn that tantrums won't work. If toddlers are not hurting themselves or others while tantruming, then "be there" for them. Say, "I know you're angry. I'm here if you need me." Then "be there" if s/he wants a snuggle after the tantrum.

If the child or others are in danger, Lickona (1983) advises that you hold the tantruming child's arms in crossed position and talk the child down in a soothing steady voice: "I'm not going to let you behave this way, it's not helping you, it's not helping me, it's not going to work. I want you to calm down, just calm down" (p. 61).

Remind About Rules: Be Positive

Focus on "do's" instead of "don'ts". Ask children to remember or restate a rule rather than scolding them. If a toddler is hogging all the playdough at an art table, ask him to remember about sharing. What are the rules? Remind him that the playdough needs to stay in the middle of the table so that all children can reach it. Chant and sing some rules. "Soon we will have to clean up," may be easier to remember when chanted on a familiar few notes.

Tell children what you do want them to do. "No" and "Stop that" are hard words for toddlers to understand even though they

may repeat "NO NO" a lot! They can comply better if they know clearly what is expected or appropriate. Discipline is teaching a child what you would like him/her to do. Say:

"Roll the ball on the floor"--instead of "Don't throw the ball."

"Hold the kitty gently"--instead of "Don't squeeze the kitty"

"Talk to him. Use your words"--instead of "Quit hitting."

Rather than saying "Don't touch", help infants learn what kinds of touches are acceptable or comfortable. Babies are fascinated by each other's bodies. You can help them satisfy their curiosity and needs for exploration and contact by using words, such as "gently", "softly", "carefully", and "slowly" as you guide their hands.

For older toddlers a longer explanation may be helpful. Instead of saying, "Don't bother Jackie" try saying, "Jackie is trying to build a tall tower. He is putting one block on top of another so carefully, so that his tower will get very high. He is worried when you stand very close. He worries that his tower will get bumped and fall down. Would you like to build too? You can build over here in your own space. If you do want to watch Jackie building his tower, here is a safe place to watch from. You can watch just the way we were watching when we visited the workmen building at the construction site."

Model Good Behavior

Be a good model for your children. Children learn through imitation. Children who are shouted at, treated harshly, smacked, or not listened to will learn to treat others that way. Adults who care for young children should demonstrate in their own behavior the kinds of behavior they want to nourish in children.

Offer Acceptable Alternatives

Offer alternatives if infants need to poke or bite or pull hair. A baby may not bite another baby. It hurts. A caregiver cannot let a child hurt another child. Yet the baby can bite a teether ring. If a baby needs to pull, you can provide a yarn rope or pull toys or toy furry animals. A toddler may not spit at a person. But a child who needs to spit may spit in a toilet. There are designated places and ways in which some angry or aggressive responses can get expressed. Hurting others is not one way. Alternative objects or clay work are other ways to get to poke and pull and squash.

Appreciate and Encourage

Mature behaviors are built slowly. Accentuate the positive with your children. Notice the helpful, kind, and cooperative things that your children do. Avoid letting undesirable behavior be the best way of getting attention. Show appreciation of more socialized behaviors, even if they are only beginnings. Be sure to reward children by praising their efforts to become socialized into more acceptable or desirable personal and interpersonal

behaviors. Encourage their tries. It is hard to learn to drink from a cup without spilling or to go potty with never an accident. It takes much practice. It also takes time to learn to pick up toys and put them in a toy box or to use a spoon when hungry. Digging in with both hands will get the food faster to toddlers' mouths . Give positive personal messages for small steps forward and for small cooperative, helpful actions.

Praise is a way of saying, "I like what you did!!" The message can be a word, a phrase, a gesture, a smile, or a hug. To be effective, the praise must be specific (indicate what you like), immediate, and sincere. Your little ones will feel proud about how hard they are working at more mature behaviors.

Praise builds self-esteem (Briggs, 1979). As children's self-esteem grows so will their self-control. Your approval will kindle a glow in a child's heart and eyes. You will feel more positive about your efforts to socialize and discipline the children in positive ways.

Share Your Concerns Firmly About Hurting

Give clear intense messages that a child must not hurt others (Pines, (1979). Do not allow a child to hurt, ridicule, scapegoat, or tease another child. Hold the child firmly and look into his/her eyes. Use "I" statements (Gordon, 1978) when you are upset or angry at hurting. Say, "I get upset if you hit. I do not want hitting here. Hitting hurts a person. I am here to protect the children and keep them safe."

Help Children Make Connections

Help children see the connection between what they did to help or hurt another child and how it affected the other child. Say: "You shared your cookie, that made Sharon feel so happy." Say:(intensely) "You bit him. Look he has bite marks. That really hurt him. He's crying now. See the tears."

Time Out Is a "Teach-In"

Sometimes when tots are overexcited and prone to push or hurt another they need a "cooling off" time out place to be until they are ready to rejoin the group. Time-out is a deprivation of their play situation. Use time-out as a "teach-in". Help toddlers see the connection between their misbehavior and time out. Use the time to teach the toddler what it is you want the child to do. A few minutes in time out is more effective than a longer time. Children forget what they did or become angry at you and everyone if they have to sit in time out for a long time.

Give Children Words to Express Strong Emotions

Children will not have to act out their anger, fright, or sadness as much in misbehaviors or uncontrolled crying if they can tell you or other children their feelings.

Teach them words for feelings. Let children know by your active, reflective words that you understand and empathize with their upset feelings. "You are so hungry" or "You are so mad that Jenny grabbed your toy. You want your toy. You can tell her 'Jenny, I need my toy. I want my toy back'". "You are sad that Shoshy is sick today and is not here to play with you. Shoshy is your friend. You hope she feels better soon. You miss her."

Use Hugs and Humor

Hugs and other positive ways of showing affection help the child feel happy and secure. Humor is needed often, but especially when everything seems to be going wrong. Revise your plan, try to see the humor in the problem, and find ways to salvage the day. Remember adults aren't perfect. They are allowed to make mistakes. Be good to yourself and pat yourself on the back for small steps toward your goal of using positive discipline.

Discipline Resources for Caregivers and Parents

Articles

Gonzalez-Mena, J. (Nov. 1986). Toddlers: What to expect. *Young Children*, 47-51.

Excellent ideas for prevention of discipline problems and positive discipline techniques are provided for caregivers of toddlers.

Honig, A.S. (1985). Research in review: Compliance, control, and discipline. *Young Children*, *40*, (2), 50-58.

Honig, A.S. (1985). Research in review: Compliance, control, and discipline. *Young Children*, *40*, (3), 42-52.

Research findings on the effectiveness of different discipline techniques on children's compliance, self-esteem, and self-control are presented.

Honig, A. (1987). The Eriksonian approach: Infant-toddler education. In J. Roopnarine & J. Johnson (Eds.) *Approaches to early childhood education*, 49-69. Columbus, OH: Charles E. Merrill.

Dr. Honig describes the Eriksonian approach used in the Children's Center in Syracuse, New York.

Pines, M. (1979). Good samaritans at age two? *Psychology Today*, *13*, 66-77.

Research by Yarrow and Zahn-Waxler suggests that infants in the second year of life exhibit empathic concern for others' distress. Caregivers boost altruistic learning by expressing firm disapproval (but not physical punishment) of hurtful acts and real concern for the victim of a toddler's assault. They also show much love and concern for the toddler in everyday life situations.

Books

Ames, L.B.; Ilg, F. & Haber, C. (1982). *Your one-year-old*.

Ames, L.B. & Ilg, F. (1976). *Your two-year-old: terrible or tender*.

Ames, L. & Ilg, F. (1980). *Your three-year-old: friend or enemy*.

New York: Dell Publishing Co., Inc. Dag Hamarskjold Plaza, 10017.

Clear descriptions are given of every nuance of child behavior, so that a caregiver will know the difficulties and delights of these age groups in order to provide loving care.

Birckmayer, J. (1984). Discipline is not a dirty word. Ithaca, N.Y.: Cooperative Extension Distribution Center, Cornell University.

A workshop outline for parents, teachers, and caregivers of young children is provided. Seven principles of discipline are offered, a reminder list of positive guidance techniques is included, and guidelines for discussion leaders are provided. Examples are provided for disciplining children of all ages starting at 15 months.

Brazelton, T.B. (1983). Infants and mothers: Differences in development. New York: Delacorte Press.

The lives of three babies--active, average, and quiet--illustrate the widely divergent patterns of behavior of normal infants in families during the first year of life.

Brazelton, T.B. (1974) Toddlers and parents: A declaration of independence. New York: Delacorte Press.

Using examples from family situations and the activities of a number of small children, this book expresses the trials and rewards of parenting from one month to two-and-a-half-years.

Brenner, B. (1983). Love and Discipline. New York: Ballantine Books.

Chapter 3 on Toddler Tactics includes many positive suggestions for handling toddlers' tantrums, fears, "No No's", and toilet training. A special section is included on "Discipline in the Day Care Center."

Briggs, D. (1975). Your Child's Self-Esteem. Dolphin Books Edition.

This book provides a new way of looking at child development: seeing all growth and identity against the backdrop of the child's search for identity and self-respect. Step by step, parents are shown specifically how to build a solid sense of self-worth in their children.

Bromwich, R. (1982). Working with Parents and Infants: An Interactional approach. Austin, TX: ProEd

A problem solving process is advocated to provide support, information, and encouragement, so that caregivers can choose which solutions to infants' and toddlers' behavioral problems are best for the children and the caregivers. The last half of the book discusses problems that a caregiver might have with an infant or toddler in the social-affective, cognitive-motivational, language, motor, and parenting-caregiving areas. The problem is stated, questions to ask and developmental information are given, and many solutions are generated.

Cherry, C. (1983). Please don't sit on the kids: Alternatives to punitive discipline. New York: Pitman Learning.

Parents are taught Cherry's "magic list" of discipline techniques. These non-punitive techniques are to: model correct behavior, clarify messages, point out consequences, solve problems, use praise appropriately, encourage children, and to have rational discussions with children.

Cole, J. (1983). Parents' book of toilet teaching. Toys 'n Things Press, 906 North Dale Street, St. Paul, MN 55103.

A comprehensive guide to toilet teaching teaches caregivers how to guide the toddler when he or she is ready.

Crary, E. (1984). Kids Can Cooperate. Parenting Press, Inc., 7750 31st Av NE, Seattle, WA, 98115.

A step by step approach helps parents learn how to facilitate problem solving in their children.

Crary, E.

Without spanking or spoiling. A practical approach to toddler and preschool guidance. (1979)

Without spanking or spoiling leader's guide. (1984)

Caregivers and parents will find many helpful ideas to make child discipline easier. The author has summarized ideas from four major child guidance philosophies and combined them into one easy-to-read, practical reference book. The leader's guide to teaching a parent education class provides lesson plans for a course of seven sessions. Handouts and exercises for class participants are also included.

Dinkmeyer, D. & McKay, G.D. (1980). STEP: The parent's handbook. Circle Pines, Mn.: American Guidance Service.

Dinkmeyer, D. & McKay, G.D. (1980) STEP: The leader's manual. Circle Pines, Mn.: American Guidance Service.

These resources, together with audiotapes and posters, are designed to help groups of parents learn to understand the basic causes of children's misbehavior (as to gain attention, power, revenge, or acceptance) and find positive ways to handle discipline problems.

Gordon, T. (1978) Parent Effectiveness Training. The tested new way to raise responsible children. New York: Peter H. Wyden.

Greenfield, P. & Tronick, E. (1980). Infant curriculum. The bromley-Heath guide to the care of infants in groups. Revised edition. Santa Monica, CA: Goodyear Publishing Company, Inc. pages 24-31.

Discipline in an infant care center is discussed. Reasons for aggression and ways to prevent aggressive behavior as well as alternatives to physical punishment are highlighted.

Jones, S. (1983). Crying baby, sleepless nights. Warner Books, 666 Fifth Avenue, New York, NY 10103.

With the help of this sensitive, in-depth guide, parents and caregivers can discover a baby's likes and dislikes, learn why a baby might be crying, and learn soothing techniques for helping a baby sleep. Recent research on the meaning of a baby's cry and the results of responsive care are discussed.

Kaplan, L. (1978). Oneness and separateness: From infant to individual. New York: Simon & Schuster.

Writing with poetic sensitivity and clinical insight into infant personality development, Dr. Kaplan interprets Mahler's theory that infants must balance optimally between urges to mold in oneness with the caregiver and striving to become a self separate from the adult. The see-sawing needs of infants require perceptive and generous caregiver understanding.

Lansky, V. (1984). Toilet training. New York: Bantum Books Inc.

This short book will help parents and caregivers decide when a child is ready for the toilet learning process and help the adults assist the child in a relaxed manner.

Leavitt, R. & Eheart, B. (1985). Toddler day care: a guide to responsive parenting. Lexington, MA: D.C. Heath. pages 57-68

Guidelines are offered for creating a supportive, secure environment through gradual introductions of new routines, preparation of toddlers for transitions, minimizing waiting time, restrictions, reprimands, and competition. Distract, divert, and redirect toddlers. Provide alternative behaviors if you prohibit a toddler, and avoid making an issue of every infraction.

Lerman, S. Responsive Parenting. American Guidance Service, Publishers' Building, P.O. Box 99, Circle Pines, MN 55014-1796.

Nine booklets and five posters are included in this complete parenting kit. The booklets give concrete examples of typical issues faced by parents and provides a wealth of practical suggestions.

Lickona, T. (1985). Raising good children. How to help your child develop a long life sense of honesty, decency, and respect for others. New York: Bantum Books Inc.

Mitchell, G. (1982) A very practical guide to discipline with young children. Available from Gryphon House, 3706 Otis Street, P.O. Box 275-B, Mt. Ranier, MD 20712.

Dr. Mitchell's plan of action is designed to help children develop self- discipline and a strong, positive self-image. Four steps are suggested: anticipate, hesitate, investigate, and communicate. Practical suggestions are given for dealing with problems such as jealousy, dressing, and temper tantrums.

Schaefer, C. (1982). How to influence children: A handbook of practical parenting skills. (2nd edition). New York: Van Nostand Reinhold Company.

Some child management skills specified are: permitting, ignoring, redirecting, modeling, rewarding, shaping, changing the environment, praising, persuading, challenging, using natural consequences, prompting, setting limits, and reflecting feelings.

Sroufe, A. (1977). Knowing and enjoying your baby. Englewood Cliffs, NJ: Prentice-Hall.

The growth of smiling, laughter, joy, fear of the unfamiliar, and other emotions are described so that a sensitive caregiver can learn to be responsive to baby's signals.

Stone, J. (1983). A guide to discipline. Revised edition. NAEYC: Washington, D.C.

The author believes that caring deeply about children means you want good-humored control and firm discipline for them. She states that, "I believe in discipline that feels strong not hard; kind not brutal; that holds children when they break loose not punishes by hitting back." What to do in advance to avoid problems is discussed. Ideas are given for what to do when a child spits, hits, kicks, scratches, and/or bites. Caregivers are encouraged to use their voices and gestures to help maintain control in a positive manner.

Weiser, M. (1982). Group care and education of infants and toddlers. Toronto: The C.V. Mosby Company. Chapter 8 - Learning and teaching personal, social, and communication skills, pages 181-208.

The development of social competency in infants/toddlers includes helping build their knowledge of self, knowledge of others, and knowledge of one's relation to others. The development of young children in these three areas is outlined and activities are given to help caregivers foster this development.

Wyckoff, J. & Unell, B. (1984). Discipline Without Shouting or Spanking. New York: Meadowbrook Books.

Practical solutions to the most common preschool behavior problems are offerred as well as ways to prevent problems from occurring.

Brochures

Coping With Family Stress. A Message from the National Center on Child Abuse and Neglect. Region 11 CA/N Resource Center, College of Human Ecology, Cornell University, MVR Hall, Ithaca, New York 14853. Telephone: 607-256-7794.

A comic book about Dennis the Menace helps parents recognize how stress affects families. Messages such as "When children feel neglected, they may go to extremes to get attention" are depicted in comic strip and written form to help parent understand what children may be thinking.

Honig, A. Love and Learn. Discipline for Young Children. NAEYC, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786. Telephone: 800-424-2460.

This helpful brochure includes sections on (1) How do children learn and grow (2) what can parents do? (3) Techniques that lead to self-control (4) Typical difficulties and positive solutions (5) Some basic techniques. Single copies are available free. Bulk rates are available. Request NAEYC #528.

Parents-As-Partners Series. NAEYC. 1834 Connecticut Avenue, N.W. Washington, DC 20009-5786. Telephone: 800-424-2460.

For a subscription cost of $30, the professional will receive a beautiful color poster and 50 copies of a companion brochure packed with practical advice. Four times a year you will receive the materials on a different topic related to child development. These are excellent!!!!!

Newsletters

Growing Parent and Child. Dunn & Argett, Inc., 22 North Second Street, Lafayette, IN 47901.

Published monthly, this newsletter for parents is full of child development information and activities. The newsletter you receive has been written for the particular age of your child.

"Parent Express" Letter Series. Cooperative Extension of Onondaga County. 1050 W. Genesee Street, Syracuse, NY 13204.

A letter series designed to begin the seventh month of pregnancy and end when the baby is one-year-old is a wonderful resource that helps caregivers discover how their babies grow and develop.